From The Vice President

Carol Schuetz, Carol_Carson@baylor.edu

A Bumper Crop ....

Hello to everyone! I hope by now spring is starting to creep its way into your area. Over the past months, I have had the pleasure of working with the new volunteers to LIRT. I have been impressed by the number of volunteers we have had over the last few months and have also been very happy to see librarians from all types of libraries volunteering to serve on a LIRT committee. Let me encourage more of you to volunteer for a LIRT committee. Come work with us and share your expertise, ideas and innovations with other LIRT members. We can not be a successful organization if we are all looking at issues from the same perspective. Many of us would love to make dessert our main meal. It would be wonderful to eat chocolate for each meal all day long, but it would not make us very healthy. The same principle holds for LIRT. We could not be a healthy, vital organization if all the

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The Latest Generation

By Jeanne Holba-Puacz jpuacz@vigo.lib.in.us

Millennials, *Echo Boomers*, *Generation Y*, whatever you call them, the fact remains that they are the latest generation of adult learners. Many of us are finding that traditional library instruction classes do not meet the needs of these students. How can we reach them? Here are a few possibilities:

Be Prepared: Try to capitalize on the opportunities when a Millennial asks for help. Be ready to give "mini" classes on the fly on topics such as database usage, evaluating information, and searching the catalog.

It's Electric: Millennials live in a 24/7 wired world and the regular hours of most libraries do not mesh with their on-demand mindset. Be sure to make as many of your library's resources as possible available on the library website - the 24/7 branch library. Don't just offer remote access to resources, offer remote access to instruction, too! Include thorough usage instructions, offer online reference help, improve the help screens, do whatever you can to make your resources usable and understandable at the point of need.

Hit the Road: If you can't get Millennials to the library for instruction, take the instruction to them! Partner with schools, clubs, teams, businesses, etc. to offer brief classes to this generation on its home turf. If you can reach them, even briefly, in any of these settings, they will be far more likely to return to the library, in person or electronically, for additional help in the future.

members are the same type of librarian. Please think about joining a LIRT committee and becoming an active partici-pant in LIRT.

Plans are in full swing for the LIRT Annual program this summer in Chicago. The title of this year's program is "Seamless Transitions to College: Creating Successful Collaboration Programs. I hope to see many of you there on Sunday morning for this wonderful hands-on program. We have another opportunity to participate in "BItes with LIRT". I would encourage those who have time to come and have lunch with other LIRT members. What a wonderful chance for good food and getting to know new faces!

As usual, we have many great items in this issue of the LIRT Newsletter. Articles, information and updates on LIRT happenings along with candidate bios and proposed changes to our constitution and bylaws will help you catch up with what's been going on in LIRT. I hope everyone has a happy, successful spring. I look forward to seeing you all in Chicago this summer.

Carol Schuetz, Baylor University

Inside

From the Editor

Energy and Enthusiasm!

As the reports and articles for this issue of *LIRT News* "poured in", I found myself reflecting on the activities of LIRT over the past few months, especially since the Planning Retreat in San Diego. To refresh my memory, I decided to reread several past issues of the newsletter. The words energy and enthusiasm kept coming to mind as I read. These characteristics were certainly evident at all LIRT meetings and activities at Midwinter. The cold winter weather did not dampen the enthusiasm of LIRT members and perhaps the brisk walks along Boston's snowy streets energized us. The meeting rooms were buzzing with activity as committees met, shared ideas, and planned for the future.

This issue of the newsletter is a reflection of the energy and enthusiasm of LIRT members. Rather than take up valuable newsletter real estate with this column, I will simply say "Thank You" to each of you for sharing your energy and enthusiasm with LIRT. Please check out the *LIRT News* on the Web <http://www3.baylor.edu/LIRT/lirtnews/> for the complete content of this issue.

See you in Chicago!
Caryl

Theme for 2005 Conference Program

Seamless Transitions to College: Creating Successful Collaboration Programs

Be sure to make time in your Annual conference schedule for this hands-on program from the Library Instruction Round Table. Featured speakers will be Aaron Schmidt from the Thomas Ford Memorial Library in Illinois, and Julie Hyde-Porter and Susan Roberts from Cherry Creek Schools. As a librarian/teacher team, Julie and Susan have worked together to ensure that students have a great foundation for the move to college. Be sure to join ALA-LIRT for an interactive panel discussion and learn how we can help one another develop information literacy programs for our incoming, diverse student groups.

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Bites with LIRT in Chicago

"Come to Bites with LIRT during the ALA Annual Conference in Chicago. Join other instruction librarians for lunch on any or all of the following dates: Saturday, June 25th; Sunday, June 26th; Monday, June 27th.

Details and the sign-up form is available at the LIRT website <http://www3.baylor.edu/LIRT/> under "LIRT at ALA Annual Conference."

ACRL/IS Announces 2005 Program

Teaching, Learning, and Leading: Key Roles for Librarians in the Academic Community will be the topic of the ACRL/IS program in Chicago.

Maryellen Weimer, author of the enjoyable and provocative book *Learner-Centered Teaching: Five Key Changes to Practice* and professor of Speech Communications at Berks Lehigh Valley College of Pennsylvania State, will facilitate a nuts and bolts session entitled "Teaching, Learning, and Leading: Key Roles for Librarians in the Academic Community" at the ACRL Instruction Section program at the ALA Annual Conference in Chicago this summer.

Dr. Weimer challenges teachers to make deep and meaningful changes in five aspects of the classroom environment to promote learning. Instructors change the *balance of power* by sharing decision–making with students about key course components. Weimer shares the story of her own adventures in introducing a syllabus with a "cafeteria" of assignments with designated point values. The students in this introductory communications class could opt to do as many or few of the assignments as they wished, dependant on the grade they desired. This approach shifts both some of the power over key decisions and also much of the *responsibility for learning*, another key area for change, to the students. She uses the metaphor of leading a horse to water. While the teacher can hardly make the students drink from the well of knowledge, they might be able to salt the oats, as it were, to make the water attractive or even necessary for the students. This *role of the teacher* as a facilitator rather than a leader is another key area for change. The *function of content* must also change to inspire learning. Weimer explores the assumption that the teacher must "cover" content, and instead challenges teachers to help students "uncover" or "discover" content even at the risk of not being totally comprehensive. The last change is to the class *processes and purposes of assessment*. By shifting to meaningful self- and peer assessment, teachers facilitate learning.

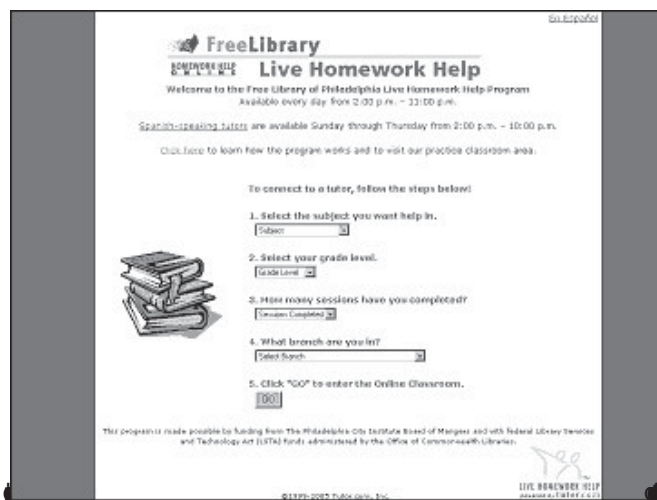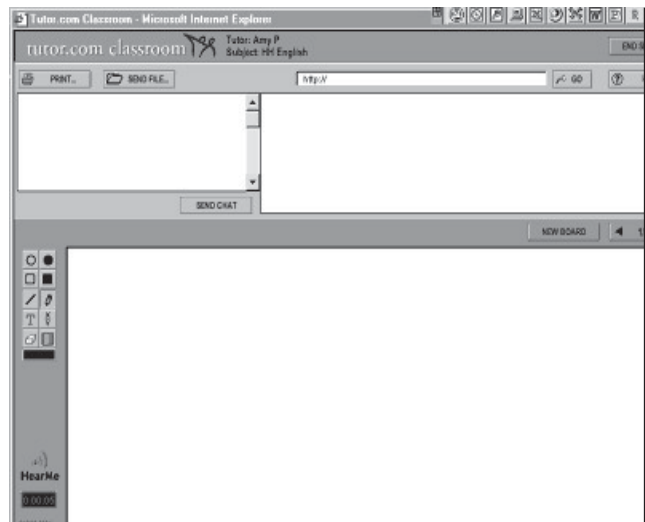*By Elizabeth J. McKenty   McKentyE@excen.library.phila.gov*

Homework Help:
Online at the Free Library of Philadelphia

LEAP, the after school program of the Free Library of Philadelphia, has used technology to enhance the after school educational experience since 1992. The mission of the LEAP after school program is to provide homework assistance, technology access, training and support, library skills, and multi-cultural enrichment programs for children and teens in grades 1 to 12. LEAP provides consistent professional assistance at 54 agencies through a team comprised of the After School Leader (ASL), three high school students employed as Teen Leadership Assistants (TLAs), Adult and Children's Librarians and the other library staff. LEAP also employs former TLAs as Associate Leaders, to mentor and train branch TLAs and to provide programming and technological support.

All ASLs and TLAs receive mandatory training; including training on the library's networked PCs. The ASLs and TLAs assist thousands of students across many grades and subjects. In July 2002, the Free Library of Philadelphia entered into a partnership with Tutor.com (www.tutor.com) to provide online homework help for the LEAP after school program. LEAP Online was piloted at fifteen branches throughout the city from October 2002 through June 2003, during the LEAP after school program hours. Due to the popularity of the pilot project, LEAP Online was expanded to the remaining 40 branches. Note: As of July 1, 2004, LEAP Online was renamed "Homework Help Online."

Students who have a question about solving a trigonometry problem or formulating a thesis statement for an English essay can be referred to the Homework Help Online website and connected with a tutor who can walk them through finding the solution to their

Screen for Homework Help Online

Tutor.com provided training for Free Library staff in The Office of Public Service Support (TOPSS). TOPSS worked with Tutor.com to develop a training model. TOPSS staff conducted on-site and Tech Lab trainings for library staff. Classes included live sessions on Homework Help Online. Homework Help Online utilizes chat-like and interactive white board technology. Since many staff members were unfamiliar with that technology, they were coached using examples gathered from students. The Free Library also developed a PowerPoint presentation for training purposes, which was shown to a variety of groups, including School District of Philadelphia teachers. Presentation boards were also developed for use on outreach occasions when internet connections were not be available.

Homework Help Online"Classroom"

Training was an important component of the project's success. Tutor.com provided materials and support for an intense training effort by The Office of Public Service Support (TOPSS). Librarians, ASLs and TLAs held at least one monthly program on using Homework Help Online for students at their branches.

How Homework Help Online Works

Free remote service is available via the Free Library of Philadelphia website www.library.phila.gov seven days a week, from 2 p.m. through 11:00 p.m. Eastern time, and from all library PCs after 2 p.m. during library hours. Spanish-speaking tutors are available Sunday through Thursday from 2:00 p.m. - 10:00 p.m. (No library card number or pin required)

By Deb Biggs Thomas, dbiggs@wccnet.edu

Member A-LIRT

Elizabeth Evans

Liz Evans must be a woman with boundless energy! She is also well traveled and in more ways than one! Having done her baccalaureate work in England at the University of Birmingham in Late Medieval and Early European History, she went on to get a graduate teaching certificate from the University College of Wales at Aberystwyth. She taught history to secondary school students in England before coming to America with her husband, a Ph.D. biochemist. In the United States, Liz's academic ports of call with her husband started off in Indiana, California, Canada, Ohio and finally Pennsylvania where they landed in Pittsburgh. It was at the University of Pittsburgh that she received her MLS as well as a MA in History.

Liz's first job at the University of Pittsburgh was as a reference/instruction librarian; library instruction remained a major component in two subsequent positions at the University until she accepted the job of Associate Dean of Libraries at Indiana University of Pennsylvania. In her words, "after nearly three years of a daily commute of 125 miles and over 80,000 miles on my vehicle, I accepted my current job as Director of the Point Park University Library. Now my commute is about 20 minutes by public transport."

Liz has enjoyed all her jobs crediting her school teacher past in making her gravitate to instruction positions where she could interact with students and use her teaching skills.

Liz feels that Middle States Accreditation is "driving university attention to information literacy." Working with the faculty to help students "get it" is a key element in the process. She says, "if they don't have the skills, we gently show them; if they do have some skills, we refine and expand them." LIRT is the obvious choice according to Liz, for librarians working in instruction; she has been a member since 2001. Liz currently serves on the Liaison Committee which reports on other ALA groups engaged in instruction/information literacy efforts.

Lest you think Liz has had nothing to do in her spare time, she has raised (along with her husband) 4 children all of whom are in college or graduated. The kids did leave her with, as she puts it, "three crazy Pembrokeshire corgis who live to eat" as well as a rabbit, guinea pig and gerbil. Liz and her husband have determined that they'll never be able to retire!!

Tech Talk ....

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Eaton, Jonathan. "E-Serials Collection Management: Transitions, Trends and Technicalities." Program: Electronic Library & Information Systems 38.4 (2004): 280-1.

"Ex Libris Developing Electronic Resource Management System." College & Research Libraries News 65.5 (2004): 248-9.

Grover, Diane, and Theodore Fons. "The Innovative Electronic Resource Management System: A Development Partnership." Serials Review 30.2 (2004): 110-6.

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Jewell, Timothy D. Selection and Presentation of Commercially Available Electronic Resources: Issues and Practices. Council on Library and Information Resources, 2001. <http://www.clir.org/pubs/reports/pub99/contents.html>.

Kennedy, Marie R. "Dreams of Perfect Programs: Managing the Acquisition of Electronic Resources." Library Collections, Acquisitions, & Technical Services 28.4 (2004): 449-58.

Homework Help.....

Students simply:

1. Select a grade level: 4th-12th and College Intro

2. Select a subject: math, science, social studies or English

Students are then connected to a tutor in the Online Classroom where they can chat, work in the interactive white board with a suite of drawing and math tools, co-browse the Web and share files such as essays or reports. Students can print their sessions and share them with a teacher, parent or guardian.

The Tutors

Tutor.com's tutors are certified teachers, college professors, professional tutors, graduate school students and undergraduates from top universities. Every tutor completes a rigorous training program, regular professional development seminars, and ongoing evaluation. Every tutor must successfully complete a criminal and reference background check.

From October 2002 to October 2004, Homework Help Online has assisted over 3,777 students with their homework needs. The most recent post-session surveys revealed that 95% of the students and parents alike are glad the Free Library offers Homework Help Online and over 90% of students say they would recommend Homework Help Online to their friends

Staff of the Andorra branch library reports that high school students often come in and use Homework Help Online for tough math assignments on the weekends and evenings. Some of these same students also access Homework Help Online from home.

The Overbrook Park branch manager reports that when two students with poor grades came into the library, he demonstrated how to use Homework Help Online and now the kids are hooked. The kids come in daily to do their homework using Homework Help Online and as a result their grades have improved dramatically.

Homework Help Online has been successful at the Free Library. The extensive staff training developed was key to that success, as was outreach. In the library, students and parents appreciate the homework service, the expanded hours, the cost (free) and the accessibility at the library and from home.

http://www.baylor.edu/LIRT/lirtnews/

Tech Talk ......

"Lazerow Fellowship Recipients Research Copy Cataloging and Electronic Resources Management Systems." College & Research Libraries News 64.11 (2003): 704-5.

Medeiros, Norm. "A Pioneering Spirit: Using Administrative Metadata to Manage Electronic Resources." OCLC Systems & Services 19.3 (2003): 86-8. <http://eprints.rclis.org/archive/00000400/01/ELIS_OTDCF_v19no3.PDF>.

"News from Innovative." Program: Electronic Library & Information Systems 38.4 (2004): 270-1.

"Nuts and Bolts: Processing Impacts." Library Technology Reports 40.6 (2004): 54-8.

Pace, Andrew K. "Technically Speaking." American Libraries 35.7 (2004): 68-70.

Platt, Nina. "Electronic Resources Management." Integrated Library System Reports (2001) <http://www.ilsr.com/erm.htm>.

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—. UC Electronic Resources Management Planning Meeting: Needs, Priorities, and Systems Final Report. University of California Libraries, 2004. <http://libraries.universityofcalifornia.edu/sopag/ermsfinal.htm>.

Tull, Laura, et al. "Integrating and Streamlining Electronic Resources Workflows Via Innovative's Electronic Resource Management." Serials Librarian 47.4 (2004) <http://hdl.handle.net/1811/196>.

As always, send questions and comments to:
Snail Mail: Tech Talk
    Billie Peterson-Lugo
    Moody Memorial Library
    P. O. Box 97143
    Waco, TX 76798-7143

E-Mail: Billie_Peterson@baylor.edu

Join us for BITES with LIRT in Chicago, Illinois
June 25-26-27, 2005

Once again, LIRT is organizing groups for lunch at modestly priced restaurants during the ALA Annual Conference in Chicago. This is your opportunity to meet and eat with other librarians interested in library instruction.

LIRT welcomes anyone who has an interest in instruction from all types of libraries. You need not be a member of LIRT to participate. We hope you will join us in this opportunity to exchange ideas and experiences about library instruction in a relaxed setting. The local arrangements group will help us pick the restaurants and as soon as the selection is made we will be post details and maps on the LIRT website <http://www3.baylor.edu/LIRT/>. Enjoy a stimulating and fun lunch with LIRT—good food, good company, and interesting conversation. We will make the arrangements; all you have to do is reserve your spot and show up! Deadline is June 16, 2005. Confirmations will be sent by e-mail.

Send requests for reservations to: ssc@lib-mail.humboldt.edu
Sharon Chadwick, Science Librarian
The Library, Humboldt State University, One Harpst St.
Arcata, CA 95521-8299   (707) 826-4955 (w) (707) 826-4900 (f)
_____

BITES REGISTRATION FORM

Name: _____

Institution: _____

Phone:_____

E-mail : _____

Join us as many times as you'd like. Please mark your preference(s) below:

__ Saturday, June 25, 2005, 12:30 p.m.

__ Sunday, June 26, 2005, 12:30 p.m.

__ Monday June 27, 2005, 12:30 p.m**.**

Are you a LIRT member? yes _____ no _____

Would you like to join LIRT and become active in a committee? yes _____ no _____

Restaurant information will be added once final arrangements have been made.

COUNCIL ACTIVITIES

By Tim Grimes, LIRT Councilor

ALA Council met for several sessions during 2005 Midwinter in Boston. Here are the highlights:

COUNCIL INFORMATION SESSION
- ALA President Carol Brey-Casino discussed her activities during the first half of her tenure. A highlight of her year was her efforts on behalf of the School of Library and Information Studies at Clark Atlanta University.
- President-elect Michael Gorman announced that his Presidential Initiative would focus on Library Education.
- Executive Director Keith Michael Fiels outlined several ALA activities in his report to Council.
  - ALA Strategic Planning is progressing. The draft plan was discussed in sessions throughout the Mid-winter conference. There will be opportunities ALA members for their input. It is expected that the plan will be up for approval at Council at the annual conference.
  - Following the success of last year's election process, ALA will hold its 2005 election electronically.
  - Work is proceeding on the purchase of new offices for the ALA Washington office. The purchase is expected to be completed in early February.
  -

ALA/APA INFORMATION SESSION
- ? ALA/APA President Carol Brey-Casino reported that she has made appointments to two key committees on certification and work is underway to promote ALA/APA.

COUNCIL I:
- The Freedom to Read Foundation made its report to Council and noted the sudden passing of Gordon Conable, President of the foundation.
- A resolution changing the minimum number of Council candidates nominated by the ALA Nominating Committee was passed by Council. This will give the Committee more leeway when selecting candidates to run; instead of producing 33 or 34 candidates, the pool may now, if the Committee wishes, more closely match the number of vacant seats.
- After much discussion, a resolution concerning ALA's position regarding the closing of libraries in Salinas, California was postponed to a later session.

ALA/APA I
- ? The Committee on Organization and the ALA/APA Bylaws Committee presented a few resolutions for internal structural changes, which passed.
- ? The Committee on the Salaries and Status of Library Workers made a verbal report which highlighted their activities. These included:

  - developing a speaker's bureau
  - the creation of a video on the subject of library workers and their value
  - the establishment of an new award – the Dynix award for promoting Salaries and Status for Library Workers
- ? ALA/APA Treasurer Teri Switzer presented the Treasurer's Report and Council discussed the future of ALA/APA.

COUNCIL II:
- ALA Treasurer Teri Switzer presented several reports. The organization continues to carefully monitor its funds and plans on a 0% increase over the FY 05 budget., while analyzing how to do business differently.
- Programmatic Priorities or FY 2006 will be Diversity; Education and Continuous learning; Equity of Access; Intellectual Freedom and 21st Century Literacy.
- A resolution on libraries permitting "the full and free expression of view by staff on non confidential professional and policy matters" was postponed to gather advice from legal council
- A resolution to have ALA join the Universal Health Care Action network passed
- A resolution to ban cell phone use at ALA meetings and programs was defeated.
- Noting that the 'No Child Left Behind' Act is silent when it comes to qualifications of individuals in charge of school libraries and noting that 25% of America's school libraries do not have a state-certified school library media specialist, Council passed a resolution on School Libraries and the No Child Left Behind Act, which called for continued lobbying on behalf of school librarians

COUNCIL III.
- The Committee on Legislation submitted several resolutions which were passed by Council, including one opposing the GPO's decision to eliminate print distribution of important government information. In addition, in the report, the committee noted that school librarians and the No Child Left Behind Act is a top priority of the Washington office.
- The International Relations Committee presented a report which included a resolution concerning the libraries and archives damaged by the Tsunami in South Asia
- The Intellectual Freedom Committee presented a report as well as several resolutions, including one for Access to Resources and Services in the School Library Media Program, which were passed by Council.
- The Committee on Organization presented several resolutions to Council with mixed results. Resolutions to transfer the work of the ALA Pay Equity Committee to the ALA/APA Committee on Salaries and the Status of

LIRT Discussion Forum at Midwinter

by Carole R. Burke

(Editors note: The 2005 LIRT Discussion forum was sponsored by the Adult Learners Committee.)

Don't assume every adult learner's needs are the same. Participants and facilitators in the 2005 Midwinter's discussion forum about adult learners and instruction shared thoughts about three specific areas: older adults, non-English speaking patrons, and traditional versus non-traditional students. The groups were led respectively by Allan Kleiman, Westfield Memorial Library; Homa Naficy, Hartford Public Library; and Carole Burke, Ottenheimer Library, identified many issues including stereotypical characteristics.

The older adult group considered the problem of computer skills. In addition to Kleiman's reflection about the historical role of training adults in public libraries, other areas mentioned were limiting the use of jargon, developing an awareness of the learning styles of older adults, use of "progressive, segmented instruction", and provision of a wide-range of computer classes including maintenance.

Naficy targeted the "cultural and language barriers" hindering interaction, comprehension, and communication among patrons and library staff. Among the suggestions were "slow down and listen", purchase ESOL materials containing adult level topics, add fiction in native languages, and support needs for legal information.

The traditional versus non-tradition student group addressed several situations that occur at the reference desk and how to teach new techniques to patrons who think they are expert searchers. Lack of time on the reference desk to deal with lengthy individual training needs was a particular concern and options included drop-in sessions, individual appointments, and classes. How to address the "expert searcher" was problematic with recommendations to appeal to increased productivity and other benefits.

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Council Activites

Library Workers and to change the charge and composition of a Standing Committee on all Rural, Tribal and Native Libraries were passed. A resolution to establish a standing committee on ALA Scholarships was referred back to the committee for clarification and review.

• The resolution concerning ALA's position regarding the closing of libraries in Salinas, California was passed by Council.

This was a productive conference and a productive year. In addition to my Council activities, I was appointed to chair the ALA Awards Committee and found this experience to be very interesting and rewarding.

ALA Midwinter Conference Reports

From LIRT Committees

(Editor's note: absence of a committee report indicates that it was not received by press time.)

Adult Learners
Carole R. Burke (crburke@ualr.edu), Chair
    The committee's activities for 2004/2005 were reviewed and Gloria Meissel's suggestion about a survey was discussed. No action taken.

Conference Program 2005
Sue Sykes Berry (sykesberrys@umkc.edu), Chair
    Julie Elliott agreed to serve as incoming chair. The updated title for the 2005 program is "Seamless Transitions to College: Creating Successful Collaborative Programs." The wording for the program description was discussed and a draft was prepared for review during the Steering II meeting.

Liaison
Lori Critz (lori.critz@library.gatech.edu), Chair
    The Liaison Committee reviewed the list of non-LIRT instruction-related programs and meetings at Midwinter 2005. Each member present at the meeting agreed to attend two programs and to write summaries for the LIRT newsletter. The Committee also began writing a "charge" to reflect the new roles assigned to the Liaison Committee as a result of the strategic changes adopted after the LIRT Retreat. This document should be completed by Annual 2005 and will be submitted to Steering for approval at that time.

Long Range Planning
Anne Houston (ahouston@tulane.edu), Chair
    The committee met with the Organization and Bylaws Committee and discussed changes to the committee's charge since the two committees will be combined. The committee discussed recommendations for implementation of the Retreat report, which was drafted after Annual Conference and has been approved by the Steering Committee:
• Discussed recommended goals and membership profiles for task forces and committees.
• Recommended that members of the Awards Task Force include the Past Treasurer, any other past treasurers interested in serving, and someone familiar with the ALA awards process.
• Recommend that the Mentoring Committee should be chaired by someone with experience in LIRT, and with good organizational skills.
• Web Advisory Committee would be good for virtual members, the Electronic Resources Manager, and Archivist.
    Anne Houston will draft a strategic plan based on our ideas and send it to the group for comment. We also discussed the idea of coming up with a way to present ourselves simply and clearly as a unique entity with a clear practical area of expertise. Stevenson Medeiros presented the Five-Year Financial plan.

Conference Committee Reports

Newsletter

Caryl Gray (cegray@vt.edu), Chair

The committee meeting focused on filling the positions of newsletter editor/committee chair and newsletter production editor either prior to or by the end of Annual in Chicago. Jeffrey Knapp expressed interest in the position of newsletter editor. He will "look over" Caryl Gray's shoulder as the March issue is prepared for publication.

Nominations, Organization & Bylaws

Lori Critz (lori.critz@library.gatech.edu), Chair

The slate has been finalized for the 2005 election and submitted to ALA. Candidates were reminded that their biographical information and statements of concern were due to ALA by the end of January.

Public Relations/Membership

Linda Lambert (lnlambert@taylor.edu), Chair

The committee discussed low attendance at Bites With LIRT on Mondays during Midwinter and decided to monitor numbers in the future. Deb Biggs Thomas and Linda Lambert will select the restaurants for Bites in Chicago and Sharon Chadwick will be in charge of the registration.

Assignments for the Member A-LIRT column were made: Linda Lambert (February 15, on Caryl Gray), Susan Silver (April 15, on Amy Wallace), Susan Metcalf (July 15, on Carole Burke), and Gale Burrow (September 15, on Eileen Stec).

The theme of the Membership Fair will be "Transitions to College." Giveaways are being investigated by all members, including publications from Marilyn Whitmore, LIRT stickers, brochures, etc. Substantially revising the brochure for the event was discussed along with the many logistical issues.

Teaching, Learning, & Technology

Vibiana Bowman (bowman@cadmen.rutgers.edu) and Eileen Stec (estec@rci.rutgers.edu), Co-chairs

The committee continues to collaborate with the Conference Planning Committee to develop a proposed Technology Showcase program for Annual 2006. Assignments for newsletter articles for the coming year were made.

Transitions to College

Ashley Robinson (axr23@psulias.psu.edu), Chair

The committee met with the Conference Program 2005 Committee. Sue Sykes Berry reported on the Round Table Coordinating Assembly she attended that focused on avoiding IS/LIRT scheduling conflicts at ALA 2007. She led a lively discussion about our program for the annual conference in June, which will consist of a panel discussion by specialists in high school, community college, and academic libraries about ways to smooth transitions for students. Information literacy and multi-cultural and diversity issues will be considered, and generational, assessment, and technology threads will run throughout the discussion. Possible speakers, topics, and themes were identified by the group.

Non-LIRT Meetings at ALA 2005 Midwinter Conference Boston, MA

ACRL- LPSS Bibliographic Instruction Discussion Session   **January 16, 2005, 9:30 am – 11:00 am**

The LPSS (Law and Political Science Section) Bibliographic Instruction Discussion Session served to launch the "Political Science Research Competency Guidelines" developed by the LPSS Education Task Force. Approximately 30 attendees responded to the questions poised by the Task Force. Response was divided on whether it was better to follow the ACRL information literacy competency standards or follow a more limited document that would focus on political science needs. Many preferred the latter, especially if it were a document that maps the unique needs of political science research. A further discussion ensued around the need for a rubric to accompany such a document that would delineate between lower and higher level research skills. When asked if such a document would be useful and what else could be done to make it happen, attendees suggested that the Task Force should add examples for interdisciplinary work, including pointers on how best to collaborate with faculty to achieve these goals. It was also suggested that the document have less library jargon. Finally, in response to the question "how do we launch this document?", it was suggested that the document be disseminated in Word format. This would allow for customization to the needs/values of a particular institution. The Task Force concluded the session by thanking attendees, and indicating they would be making some revisions in the document, then seeking faculty input in the near future.

Summary by Lori Critz.   LIRT Liaison Committee

LAMA-MAES Measurement, Assessment & Evaluation Section – All Section Meeting / *SAILS –*
Overview of Project for the Standardized Assessment of Information Literacy Skills
January 16, 2005, 9:30 am - 12:30 pm

Chair Debbie Nolan welcomed everyone to the all section meeting of LAMA -MAES. The participants broke into two committees, UMDLP (Using Library Data for Planning Committees) and DCLM (Data Collection for Library Managers). Each group finalized the Annual Program that will take place on Sunday, June 26, 2005. Joe Salem reported that UMDLP had confirmed one speaker and is considering two more for the panel "Got Data, Now What?: Analyzing Focus Groups and Usability Study Results." The panel would discuss how to analyze focus groups and usability studies using qualitative research and translate the analysis into critical issues for strategic planning and accountability reports. Lilith Kunkel stated that DCLM's panel, "Making Data Come Alive: Crafting a Strategic Message for Transforming the Library Program Proposal 2005-2006," would consist of three speakers. They would focus on different data sets and scenarios to convince public and academic library staff to adopt long range strategies for transforming their libraries. Carolyn Radcliff and Joe Salem closed the meeting with their presentation

Slate For LIRT Office, 2004-2005

Candidate for Vice-President/President-Elect

VIBIANA BOWMAN
Candidate for Vice-President/President-elect

Education: Drexel University, MLS, Information Science, 1981; LaSalle University, BA, Elementary Education, 1978.
Current Position: Reference Librarian, Rutgers Universities Libraries, 1998-present.
Previous Positions: Reference Librarian (Part time), Rutgers University Libraries, 1996-98; Manager Information Services, TeleSciences Data Systems, 1981-83; Associate Information Analyst, PRC/Information Sciences Company, 1980-81; LEXIS Representative, Mead Data Central, 1979-80.
ALA Activities: ACRL: Chair, Chapters Council, 2004-05; ALA-LIRT: Chair, Teaching, Learning, and Technology Committee, 2003-05; Member, Teaching, Learning, and Technology Committee, 2002-05; ACRL: Vice Chair, Chapters Council, 2003-04.
State and Regional Library Association Activities: New Jersey (NJ) ACRL: Past President, 2003-04; NJ ACRL: President, 2002-03; NJ ACRL: Vice President, 2001-02.

Membership in Other Professional and Related Organizations: Mid-Atlantic Popular/American Cultural Association, 2004-Present; Beta Phi Mu Honor Society, 1981-Present.
Awards and Honors: Beta Phi Mu International Library and Information Studies Honor Society, 1981.
Statement of Concern: I believe that the main role for librarians in the immediate future will be that of the information "guru," i.e., as an instructor for students, researchers, and community members at large on how to sort through the constant stream of information available 24/7. My areas of research and writing, and my conference presentations, are based on topics that reflect this concern: Bibliographic Instruction, Community Outreach, Web Accessibility, Educational Web Design, and Information Ethics. I am very concerned about information literacy, especially web literacy. As librarians we have the opportunity to teach our users and patrons that research skills represent a different set of competencies than computer skills. I believe that librarians can make a real contribution to our society by promoting critical thinking skills and fostering intellectual curiosity in the public that we serve.

Candidates for Secretary

AMY ELIZABETH WALLACE
Candidate for Secretary

Education: San Jose State University, MLIS, 1996; San Diego State University, MA - History, 1995.
Current Position: Head of Public Services and Outreach, California State University, Channel Islands, 2003-Present.
Previous Positions: Assistant Department Head for Reference, Instruction and Outreach, University of California, San Diego, 2002-03; Reference/Instruction Librarian, Libraries of the Claremont Colleges, 1997-2001.
ALA Activities: LIRT: Secretary, 2004-05; LIRT: Chair, Teaching, Learning, Technology Committee, 2001-03; ACRL-IS: Member, Education Committee, 2000-02; ACRL-WSS: Member, Collection Development Committee, 1998-2002; LIRT: Member, Computer Applications Committee, 2000-01.
State and Regional Library Association Activities: American Society for Information Science and Technology: Deputy Chapter Assembly Director, 2004-05; American Society for Information Science and Technology: Past Chair/Awards Chair, Los Angeles Chapter, 2003-04; California Academic and Research Libraries: Secretary, Southern California Instruction Librarians, 2002-04; American Society for Information Science and Technology: Co-Chair, Los Angeles Chapter, 2002-03; American Society for Information Science and Technology: Member, Education Committee, 1998-2003; American Society for Information Science and Technology: Past Chair/

JOHN ALLAN CICALA
Candidate for Secretary

Education: University of Michigan, MIS-Library & Information Studies, 1998; Indiana University-Bloomington, Ph.D. (Folklore & American Studies), 1995; Wayne State University, MSLS (Archiving), 1980; Wayne State University, MA (Communication), 1971; Wayne State University, Ph.B. (Social Science Studies), 1970.
Current Position: Instructional and Special Collections Librarian, Mount Saint Mary College, 2001-present.
Previous Positions: Coordinator of Bibliographic Instruction, Texas A&M University-Kingsville, 1999-2001; Special Project Archivist, Burton Historical Collection, Detroit Public Library, 1997-99; Ethnographer, City of Detroit, 1980-97; Folklore Archivist, Indiana University, 1977-80; Folklore Archivist, Wayne State University, 1973-77; Anthropology and English Instructor, Detroit Institute of Technology, 1972-73; Anthropology and English Instructor, Shaw College, 1971-72.
ALA Activities: NMRT: President's Committee, 1999-2001; NMRT: Liaison, Council Committee on Minority Concerns and Cultural Diversity, 1999-2001.
State and Regional Library Association Activities: Texas Library Association: LIRT, 1999-2001.
Membership in Other Professional and Related Organizations: Pioneer America Society, 1997-Present; Oral History Association, 1986-Present; American Italian Historical Association, 1986-Present; American Studies

LORI JEAN CRITZ
Candidate for Vice-Treasurer/Treasurer-elect

Education: University of Rhode Island, MLIS, 1998; Southern Connecticut State University, MS (Biology/Microbiology), 1983; University of West Florida, BS (Biology), 1979.

Current Position: Librarian II, Georgia Institute of Technology, 2003-present.

Previous Position: Assistant Librarian/Science-Engineering, University of Arizona Library, 1999-2003.

ALA Activities: Library Instruction Round Table (LIRT): Chair, Elections Committee, 2002-05; Member, Elections Committee , 2000-02; Chair, Liaison Committee, 2002-05; Member, Liaison Committee, 2000-02. ACRL STS: Co-Chair, Membership & Recruitment Committee, 2001-05; ACRL STS: Intern/Member, Membership & Recruitment Committee, 2000-00.

State and Regional Library Association Activities: Georgia Chapter Special Libraries Association: Advertising Editor, 2003-Present; Arizona Library Association: Member, SIRLS (School of Information Resources & Library Science) Advisory Committee, 2000-03; Arizona Chapter Special Libraries Association: Chair, Public Relations Committee, 1999-2003; Arizona Chapter Special Libraries Association: Treasurer, 2000-02; Arizona Chapter Special Libraries Association: Chair, Networking , 2000. *Membership in Other Professional and Related Organizations*: Georgia Library Association, 2004-Present; Special Libraries Association, 1997-Present; Arizona Library Association, 1999-2003.

Awards and Honors: Arizona Chapter Special Libraries Association 2000/2001 Member of the Year Award, 2001; Phi Beta Mu Honor Society, 1998 - present; Phi Kappa Phi Honor Society, 1977- present.

Statement of concern: In this increasingly complex information universe the ability to effectively locate, use and evaluate information is essential for all 'students'. Library instruction, at all levels, remains a crucial component in the path to information literacy. The Library Instruction Round Table provides outstanding opportunities for instruction librarians from all venues to share experiences, and to learn from one another as we continue to provide and improve our instructional programs and activities. I am privileged to be a member of the Round Table, and I would be honored to serve as the LIRT Treasurer-elect/Treasurer. If elected, I will work with the Executive Board to maintain LIRT's sound fiscal status, and to ensure the safekeeping of the funds of the Round Table.

AMY ELIZABETH WALLACE
Candidate for Secretary

Nominations Chair, Los Angeles Chapter, 2001-02; American Society for Information Science and Technology: Chair, Los Angeles Chapter, 2000-01; American Society for Information Science and Technology: Chair Elect/Program Chair, Los Angeles Chapter, 1999-2000. *Membership in Other Professional and Related Organizations*: American Society for Information Science and Technology, 1998-Present.

Awards and Honors: James M. Cretsos Award, American Society for Information Science and Technology, 2003; Outstanding Membership Award, Los Angeles chapter of the American Society for Information Science and Technology, 1998; Phi Beta Mu, 1997.

Statement of Concern: I believe that one of the biggest concerns facing ALA sections and round tables is that member involvement is on the decline. Overall membership has not declined, but it seems more and more difficult to get members to run for office or participate in committee work. Employers are asking more of their librarians, giving them less time to attend conferences, and cutting professional development funds. Members are finding it difficult to attend conferences and increasingly ask to participate virtually. Important formal and informal networking can not be done face to face. The most valuable things I bring back from a conference do not usually come from programs, but from friends on committees and attending social lunches. Conferences and committee work give me a chance to find out what cool things are being done at another library. It is my hope the LIRT can increase both its membership and member involvement.

JOHN ALLAN CICALA
Candidate for Secretary

Association, 1980-Present; American Folklore Society, 1977-Present; Popular Culture/American Culture Association, 1976-Present.

Awards and Honors: City of Detroit Municipal Archive Grant, 1990; Michigan Council of the Arts Ethnographic Research Grant, 1988-1990; Smithsonian Institution Fieldwork Grant, 1987; Fulbright Grants to do research in Poland and Italy , 1982-1984; Wayne State University Urban Ethnic Studies Fellowship, 1977; Immigrant History Research Center Grant, University of Minnesota, 1976.

Statement of Concern: As a LIRT liaison I have increased my understanding of library instruction and its relationship to information literacy and I have become convinced that both should be part of the educational experience. Therefore as a LIRT officer I would promote pedagogy for academic, school, and public librarians (all librarians teach in one way or another); help create strategies for librarians to develop instructional programs that address, student, faculty, departmental and institutional needs; develop assessment instruments which will show that success of an instruction program is related to the success of the undergraduate student (an important factor in academic libraries during this period of budget cutting and downsizing);and emphasize that library instruction and information literacy have legal and ethical dimensions that patrons and institutions must acknowledge, especially in the areas of copyright and plagiarism.

http://www.baylor.edu/LIRT/lirtnews

"Steering a New Course with Project SAILS." They discussed how the SAILS initiative answered three major questions concerning information literacy: does information literacy make a difference to student success?; does the library contribute to information literacy?; and how do we know if a student is information literate?

Summary by John Allan Cicala. LIRT Liaison Committee

ACRL – Instruction Section
ACRL-IS Teaching Methods Committee
January 16, 2:00 p.m. – 4:00 p.m.
This session was devoted to discussion of Standard V of the ACRL Information Literacy Standards. Groups were asked to brainstorm and present reports on the following questions: plagiarism, prevention and detection – defining the librarian's role; copyright – how do we help students understand its importance; free versus fee-based access and how to engage the university community in Standard V? General consensus was that librarians can provide instruction about what is plagiarism but that prevention (other than through instruction) and detection are not appropriate roles for librarians; librarians can inform library users on how to observe copyright; and finally, opinions varied on fee-based access—from "fee-based access rules" to "go with the Google flow"(teach the students to be selective in their web resources and not condemn free access as totally worthless). Attendees concluded that we can engage the university community through outreach to faculty, providing instruction virtually and in person.

Summary by Elizabeth Evans. LIRT Liaison Committee

ACRL-IS Midwinter Discussion Forum
Co-sponsored by the Research & Scholarship
Committee and the Education Committee
January 16, 4:30 pm – 5:30 pm
Panelists were Thomas G. Kirk, Jr., Library Director & Coordinator of Information Services, Earlham College, Amy E. Mark, Coordinator of Instruction & Assistant Professor, University of Mississippi and Polly D. Boruff-Jones, Professional Programs Team Leader, Indiana University-Purdue University Indianapolis. The moderator was Christopher Hollister, University at Buffalo.
Panelists discussed the annual National Survey of Student Engagement [NSSE], an assessment tool used to measure student engagement which is closely linked to teaching and learning practices. Mark and Boruff-Jones have published an article in C&RL [November 2003] where they looked at five benchmarks to see if there was a link with information literacy. They correlated Bloom's Taxonomy with the ACRL Information Literacy Standards. They suggest that relationships need to be promoted between librarians and students to see if areas of weakness can be helped by information literacy – there are great opportunities for campus collaboration. However, it is not possible to link Standard V with the NSSE because of the current nature of the survey's questions. Kirk talked about the difficulties associated with using a survey like NSSE because of the complex nature of the Information Literacy Standards – there are 87 outcomes for the standards. SAILS attempts to assess information literacy

and ETS has come on board with their ICT Literacy Assessment tool, currently in beta testing. Visit their website at ets.org/ictliteracy to see a sample of the test.

Summary by Elizabeth Evans. LIRT Liaison Committee

ACRL-IS Management of Instruction Services Committee Discussion
"Teachin' the Teachers: Providing Effective Training and Professional Development Programs for Instruction Librarians" Bright Ideas Discussion Session
January 16, 2005, 9:30 am -11:00 am
How do you make sure your colleagues are provided with ample development and training opportunities in regard to instruction? This was the central question at the "Teachin' the Teachers" bright ideas session. Participants were broken into 'expert' groups to share ideas on one of four scenarios: "Training New Instruction Librarians"; "Providing Incentives for Becoming a Better Teacher"; "Ensuring High-Quality Teaching"; and, "Providing Constructive Teaching Evaluations." Participants then returned to their original groups to share their expertise. The "New Instruction Librarians" experts communicated the importance of having a good training plan that includes reading materials, opportunities to observe other good instruction librarians, role playing, and peer coaching. They also suggested conducting mini-Immersions and providing funds for conferences/workshops. Experts from "Providing Incentives…" suggested a consideration of lighter workloads for those involved with instruction, that IL instruction be included in job descriptions, and that administrators convey the importance of instruction. Finally, the "Teaching Evaluations' experts discussed techniques such as informal peer sit-ins, developing a peer-coaching rubric, and creating a common list of best practices in teaching. Other ideas were generally discussed: team new and veteran teachers together for team-teaching or shadowing; write clear objectives for each instruction session; and, offer coaching in voice and presentation methods and active learning techniques.

Summary by Erin L. Ellis. LIRT Liaison Committee

ACRL Pre-conferences
"Getting Teacher/Faculty Attention for Information Literacy (IL): New Practical Approaches"
January 14, 2005, 8:30 am -12:00 pm
Presenters Esther Grassian and Eleanor Mitchell of UCLA discussed a variety of ways to begin conversations and collaborations with teachers or faculty. First, they suggested that librarians identify goals for administrators, faculty, and students. Also, librarians need to make a list of the current or possible types of IL sessions that are available. Once these are done, librarians could then identify opportunities—scan the environment and devise a strategy for making a pitch to selected areas or departments—and develop brief and persuasive talking points that will be the 'hook.' Grassian and Mitchell suggested that a syllabus review can provide several advantages because instructors pay attention to these. They stressed that such a review should list IL assignments as 'possibilities' or as 'IL enhancements.' Librarians need to be familiar with learning objectives and outcomes to be effective in syllabi review and to ensure

Sharon Ladenson (ladenson@mail.lib.msu.edu)

Check These Out!

As the *Check These Out* columnist, I am pleased to review recent literature on information literacy and library instruction. The articles reviewed in this column focus on the importance of information literacy initiatives in school, public, and academic libraries. What are some innovative techniques for communicating information literacy concepts? How can current information literacy standards be improved? What impact does information literacy have on a global scale? Check these out, and enjoy!

Brier, D.J., & Lebbin, V.K. (2004). "Teaching information literacy using the short story." Reference Services Review, 32 (4), 383-387.

Brier and Lebbin illustrate how and why librarians should use literature to teach information literacy concepts. Stories can illustrate the importance of lifelong learning. Good stories are engaging and memorable, and, consequently, have an abiding impact on students. The brief length of short stories also makes them more accessible to students. The authors also discuss various methods for identifying appropriate short stories, including (among others) using *Short Story Index*, reviewing anthologies, and Internet searching. Brier and Lebbin also assert that stories should be linked to specific standards, indicators, or outcomes from the ACRL (2000) *Information Literacy Competency Standards for Higher Education*. The authors also provide examples of discussion questions and other active learning activities that can be used to focus and engage students.

Cahoy, E. S. (2004). " Put some feeling into it! Integrating affective competencies into K-12 information literacy standards." Knowledge Quest, 32 (4), 25-28.

Cahoy states that while information literacy standards (such as those of AASL and ACRL) have a cognitive skills emphasis, affective skills (which relate to motives and feelings) should be included as well, particularly since college students often experience considerable library anxiety. While secondary students do not typically experience such anxiety to the same extent as college students do, it is nevertheless important to take affective skills into consideration in order to prepare students effectively for doing research at the university level. The author points out that the University of Hawaii Libraries incorporated affective skills into their standards for developing general library instruction competencies; the standards emphasize the need to develop both emotional and cognitive skills. Cahoy emphasizes the importance of Kuhlthau's "Information Search Process," since this helps students organize their feelings and thoughts during each stage of the research process. Various activities can help students organize their thoughts, such as journal writing, small group discussions, and individual consultations with a librarian. Also, in order to prevent university library anxiety, some high schools have cooperative borrowing programs so that their students can utilize (and begin to demystify) the resources available at local colleges and universities. The author also states that university libraries should

foster positive attitudes about the library by organizing engaging activities; for example, the Penn State University Libraries host a huge open house party for students.

Fitzgerald, M.A. (2004). "Making the Leap from high school to college: three new studies about information literacy skills of first-year college students." Knowledge Quest, 32 (4), 19-24.

Fitzgerald reports the findings of three research studies specific to undergraduate information literacy. The author asserts that school library media specialists should be aware of such studies in order to tailor their programs to prepare students for college. One study surveys California college faculty (from various academic departments) to determine what skills they expect students to have upon starting their university studies. Such skills noted include (among others) finding information on the Internet, conducting research, and the ability to read critically. The California study also emphasizes the importance of "habits of the mind" (e.g., intellectual curiosity and openness to new knowledge and inquiry). The author summarizes another report on what students need to know to achieve success at the university level. Unlike the California survey, the second report is discipline specific. Yet, the two documents yield similar findings: both emphasize the importance of "habits of the mind," and finding and evaluating information in various formats (including online). Fitzgerald also summarizes the findings of a third study, which measures the information literacy skills of incoming California college students. A particularly significant finding was that fewer than half of the 34,000 students surveyed had confidence about their information-seeking skills. Based on the findings of each study, the author makes several recommendations, such as (among others): school library media specialists should make sure that students are comfortable with virtual library collections, as well as physical ones; they should collaborate with public and academic librarians in order to determine effective strategies for preparing students for the university; they should make an effort to include all students in media programs; and they should work with students to formulate questions in response to what they read.

Gibson, C. (2004). "Information literacy develops globally: the role of the National Forum on Information Literacy." Knowledge Quest, 32 (4), 16-18.

Gibson describes the establishment and activities of the National Forum on Information Literacy (NFIL). The main purpose of NFIL meetings is to engage and solicit ideas from member organizations. The NFIL aims to provide networking opportunities and serve as a clearinghouse for resources on information literacy. The NFIL encourages participation from international organizations, which are joining the organization in increasing numbers. Organizations from Australia and New Zealand, China, and the United Kingdom (among other places) have recently joined the NFIL. Gibson illustrates

Check These Out ..... *continued from page 13*

how international perspectives can provide valuable insight into the development of information literacy standards. For example, Australian researcher Christine Bruce has conducted research on the experiential nature of information literacy (i.e., how information is felt, acted upon, and used in a practical sense). The author also demonstrates how NFIL has helped foster an understanding of information literacy on a global scale. The organization partnered with the United Nations Educational, Scientific, and Cultural Organization and the National Commission on Library and Information Science to organize an international information literacy conference (held in the Czech Republic in September 2003). The success of the conference has provided the impetus to organize a larger international congress in 2005.

Jehlik, T. (2004). "Information literacy in the public library." Nebraska Library Association Quarterly, 35 (4), 7-13.

Jehlik states that the public library should play a significant role in developing information literacy skills of low-income patrons by providing appropriate instruction and access to technology. The Public Library Association has developed a planning model called "New Planning for Results," which encourages public libraries to develop services that promote information literacy. Examples of such services vary from simply providing access to a computer laboratory, to conducting bibliographic instruction on specific topics. Senior citizens and job seekers typically express the greatest interest in classes offered by public libraries, and, consequently, such libraries tailor their instruction programs accordingly. Public libraries increasingly offer instruction in new technologies, including cell phones; in Finland, eight percent of public libraries offer cell phone instruction. Jehlik lists instruction programs of various public libraries, such as (among others) job searching on the Web; genealogy reference databases; and demystifying the "Medicare-Approved Drug Discount Card" program Web site. The author also lists various facilities and technology issues to consider when implementing technology instruction, including (among others) cabling and electrical issues; bandwidth capacity; and the availability of user-friendly electronic resources.

Skov, A. (2004) "Information literacy and the role of public libraries." Scandinavian Public Library Quarterly. 37 (3), 4-7.

Skov identifies key information literacy standards and concepts, and emphasizes that such concepts are contextual and experiential. The author asserts that the information literacy phenomenon covers a broad range of decision-making experiences. She also notes that while considerable time is devoted to teaching information literacy concepts to college and university students, such concepts should be covered in primary and secondary education as well. Such efforts are being made in Denmark, where public library staff members collaborate with schoolteachers and librarians to teach the value of information-seeking and lifelong learning to primary and secondary students. For example, a librarian from the Otterup Public Library teaches search strategies to secondary students and teachers, develops and maintains an electronic resources portal, and works with local secondary school teachers to plan and participate in classroom activities. Skov asserts that public libraries should collaborate with other institutions to play a prominent educational role in the lives of their patrons.

Non-LIRT Meetings

that the IL concepts are truly curricula enhancements. After successful contact has been made, librarians should be prepared for future teamwork with the instructor. Most important is to be proactive and to find (or make) opportunities; librarians should be prepared to make a pitch; to offer a variety of IL enhancement and opportunities; and, to suggest IL activities with learning outcomes attached.

Summary by Erin L. Ellis. LIRT Liaison Committee

Library Assessment in Higher Education: Applying the New ACRL Standards.
January 14, 8:30 am – 12:30 pm
Bob Fernekes of Georgia Southern University and Bill Nelson of Augusta State University facilitated this half day workshop that was designed to provide a hands-on experience in applying the ACRL Information Literacy Standards for Libraries in Higher Education. Accreditation bodies are serious about evidence of accountability; libraries, therefore, need to be able to demonstrate ways in which users are changed as a result of using library resources and programs. Libraries should develop a culture of evidence/assessment in order to support their institutions' mission and goals. Attendees were divided into groups according to the type and size of their library for brainstorming about assessment, goals and evaluation procedures. This was a well-attended workshop on a very important issue for all libraries.

Summary by Elizabeth Evans. LIRT Liaison Committee

Request for Articles

Have you or has your library created an instruction program? Please share your experiences with LIRT. Please send your articles to Caryl Gray (cegray@vt.edu).

LIRT Bylaws Changes

The Library Instruction Round Table (LIRT) Board has approved several changes to the LIRT Bylaws. Below is the text of the changes as it will appear on the ALA Ballot.

Replacement text to be approved is underlined.
Text to be deleted is in brackets.

Section III. Membership. Part A.
01. Any personal member of ALA who is interested in library instruction [bibliographic
02. instruction or training, or orienting or educating library users] and information literacy may become a personal member of LIRT upon payment of their annual dues.
Rationale: The deleted text reflects outdated vocabulary which is no longer commonly used when referring to library instruction activities. Instead, libraries of all types are embracing the broader term "information literacy" to refer to the pedagogy and technique of educating users about libraries and information.

Replacement text to be approved is underlined.
Text to be deleted is in brackets

Section III. Membership. Part B.
03. Any organizational member of ALA which has an interest in library instruction
04. [, bibliographic instruction or training, or orienting or educating library users] and information literacy may associate with the Round Table as an organization upon payment of annual dues.
Rationale:
The deleted text reflects outdated vocabulary which is no longer commonly used when referring to library instruction activities. Instead, libraries of all types are embracing the broader term "information literacy" to refer to the pedagogy and technique of educating users about libraries and information.

Replacement text to be approved is underlined.
Text to be deleted is in brackets.

Section V. Standing Committees. Part C.
05. Committee Chairs are appointed for one year terms and may be reappointed [once] at the
06. discretion of the Executive Board.
Rationale:
LIRT values offering leadership opportunities to its members. Thus, we prefer to appoint committee chairs for one year, with one renewal, to offer more opportunities for LIRT committee members to advance into leadership positions. However, in certain cases it may be beneficial to LIRT to have a committee chair serve a longer term. For example, if a committee is in the middle of a long-term project, it is important to have consistent leadership throughout the project to see it through to completion. In addition, it is sometimes difficult to find a qualified, interested candidate to lead a committee, in which case an experienced committee chair may continue to coordinate the committee's

activities. Since exceptions to this rule may arise occasionally, LIRT prefers to leave these decisions at the discretion of the Executive Board.

Replacement text to be approved is underlined.
Text to be deleted is in brackets.

Section V. Standing Committees, Part E.
07. [The Standing Committees are as follows:]
08. [Computer Applications Committee]
[Conference Program Planning Committee]
[Continuing Education Committee]
[Liaison Committee]
[Long Range Planning Committee]
[Five-Year Financial Planning Subcommittee]
[The Past Treasurer shall serve as chair of this subcommittee. The Treasurer and the Vice Treasurer shall serve as members of this committee.]
[Newsletter Committee]
[Organization, Bylaws, & Elections Committee]
[The Past President shall serve as chair of this committee.]
[Public Relations/Membership Committee]
[Publications Committee]
[Research Committee]
The Standing Committees are listed on the LIRT Web site and shall include committees that focus on administrative issues; those that focus on specific tasks such as conference planning; and those that are topical in nature. New standing committees and changes to existing standing committees shall be approved by the Executive Board in consultation with the Steering Committee.
Rationale:
Over the past few years LIRT has had numerous committee changes including name changes, new committees, combining of committees, and discontinuation of committees. Because the list of LIRT committees is currently contained in the Bylaws, each change requires a Bylaws change that needs to be voted on in the LIRT annual election. In order to provide flexibility for future change as well as reduce the burden on the ALA staff who have to handle each Bylaws change, we propose replacing the list of committees with the general statement about formation of committees.

Proposed Change to LIRT Constitution.
Replacement text to be approved is underlined.
Text to be deleted is in brackets.

Article VI. Amendments.
09. This Constitution and Bylaws shall be amended by a 2/3 majority vote of the personal
10. member responding to [a] an online or mail referendum included in either an official ALA LIRT ballot or as a separate mailing to personal members.
Rationale:
ALA recently instituted an online balloting process, which replaces, for those members who have opted to participate, the mail referendum.

Dear Tech Talk— We are constantly struggling with the management of the libraries' growing number of electronic resources. I've heard about the development of tools to manage these resources, but some of my colleagues feel that a special management system isn't needed – electronic resources are representative of just one more format of material found in a library. I'm not convinced and need to convince others. –Earnestly Eyeing ERMs

Dear EEE— Early on, electronic access to information was on a (mostly) cost-recovery basis through dial-up services (using 300 baud modems!!) – simply a service provided to researchers who could afford the cost and valued the time the service saved. However, in the 1980s, this service began to diminish as libraries started purchasing CD-ROM databases that replaced the most frequently used dial-up search databases.

Suddenly, the end user was doing the searching, and slowly libraries started absorbing the costs of those resources – starting down a trail that would wind and twist precipitously as it lengthened. At that point the concept of a license to use resources appeared, especially when libraries started networking the resources and making that network available outside of the library. However, there was still a physical object to be acquired, cataloged, checked-in, and discontinued – not all that different from a serial, except for the occasional pesky licensing agreement. Consequently many librarians took the stand that these electronic resources were no different than any other format collected by libraries.

However, with the on-set of the Internet in the early 90s, these resources moved from CD-ROM formats to Telnet- and then web-based resources that could be accessed from the library or away from the library. There were only a few at first, and some librarians still continued to "fit" them into the system as a special kind of serial. However, the numbers of these resources – especially for major academic and public libraries – grew exponentially during the 90s, and many acquisitions, serials, and public service librarians began to realize that there were actually a host of issues that completely differentiated these resources from any other format libraries have collected. To continue to ignore these complexities and handle these resources in the same manner as traditional library resources was – and is – foolhardy.

What are some of the issues that make these resources so different from formats libraries have handled through the centuries?
- No tangible object to touch or hold (or acquire, send to the catalog department, label, and "shelve")
- Use of trials before purchase
- Purchases through partnerships, consortiums, statewide agreements
- Aggregated resources available through single packages

- Licenses to be reviewed, negotiated, signed, tracked, shared with others
- On- and off-institution access and authentication
- Outages, configuration problems, and other technological "glitches" making them temporarily inaccessible
- URLs and/or user names and passwords to be maintained and distributed
- Usage statistics to track down, collect, maintain, and share
- Uneven renewal cycles, coupled with 30-, 60-, 90-day cancellation windows
- Keeping records of decisions to renew or terminate

Additionally, there are different levels of needs, depending of the role of the user: (1) Technical Services; (2) Collection Development; (3); Public Services; and (4) Patrons/Clients. (Kennedy 454) To get a clear sense of these complexities, view the flow charts developed at Johns Hopkins for the selection, acquisitions, and public display of electronic resources: http://hermes.mse.jhu.edu:8080/hermesdocs/hermesAcquisitionsProcess.gif or the one provided in *Appendix B: Workflow Diagram of the Report of the DLF Electronic Resource Management Initiative*: http://www.library.cornell.edu/cts/elicensestudy/dlfdeliverables/DLF-ERMI-AppendixB.pdf.

Initially, some librarians looked at the capabilities of their integrated library systems (ILS), and quickly realized these systems were too limited to address the vast majority of concerns. Burying this information in a notes field was not particularly helpful. Since there was nothing available on the market, librarians used whatever tools their technical expertise or access to technical expertise would allow, including the use of Excel spreadsheets, database programs like Microsoft Access or Filemaker Pro, or specially created databases. Some examples of these tools include:
- Electronic Resource License Information – University of Virginia http://alonso.lib.virginia.edu/licenses/licensehome.asp
- EJDB (Electronic Journals Database) – Simon Fraser http://www.lib.sfu.ca/researchtools/electronicjournals/ejdb.htm
- ERDb (Electronic Resource Database) – UCLA http://staff.library.ucla.edu/staff/committees/scaer/index.htm
- ERLIC (Electronic Resources Licensing and Information Center) – Pennsylvania State University
- ERMdt – Boston College http://www.bc.edu/bc_org/avp/ulib/staff/erm/erm.html
- HERMES (Hopkins Electronic Resource Management System) – Johns Hopkins University http://hermes.mse.jhu.edu/
- Vera (Virtual Electronic Resource Access (Vera) – MIT http://libraries.mit.edu/vera

As was noted at a 2004 ALA Midwinter Symposium of Electronic Resource Management, "In this process [of developing stand-alone management systems], libraries are realizing the high cost of developing a viable system, a cost equaling on average about twice the cost of maintaining the system." (Kasprowski 239) Additionally, these solutions are external to the ILS and often result in duplication of efforts as information associated with these resources is added to both the ILS and to the in-house tool that manages the electronic resources. To quote Marshall Breeding, "At a minimum, all the applications that a library employs to manage its electronic resources should draw from the same knowledgebase of its electronic holdings." (Breeding 28)

Enter DLF ERMI – Digital Library Federation, Electronic Resources Management Initiative. In 2000, the Digital Library Federation commissioned 3 reports. As part of his research for one of those reports, *Selection and Presentation of Commercially Available Electronic Resources: Issues and Practices*, Timothy Jewell surveyed the electronic resources management practices of 13 libraries. During the course of his research, he realized that "these libraries were all trying to capture the same kinds of information and do very similar things with it, and it gradually occurred to [him] that we could all progress much more quickly if we could define the common problem and find some ways to work together to solve it." (Medeiros 87) Additionally he also identified seven common functional areas – "listing/descriptive; license-related; financial/purchasing; process/status; systems/technical; contact and support; and usage" – that seemed to apply across all libraries.

After the publication of Jewell's report – and in large part of what he discovered in the course of researching the report – the Digital Library Federation established the Electronic Resources Management Initiative (ERMI), specifically to develop "common specifications and tools for managing the license agreements, related administrative information, and internal processes associated with collections of licensed electronic resources." (DLF Electronic Resource Management Initiative)

Through a series of workshops, forums, and weekly conference calls, the steering committee produced a report (*Electronic Resource Management: The Report of the DLF Initiative*) in August 2004, incorporating expert advice from a Librarian Reactor Panel and a Vendor Reactor Panel. The report consists of an executive summary and the report, plus 6 appendices that more explicitly cover: functional requirements, workflow flowcharts, entity relationship diagram, a data element dictionary, data structure, and XML investigation.   The DLF ERMI report sets the basis for guidelines and potential standards as they pertain to the development and implementation of Electronic Resources Management systems.

What should librarians expect from an ERMS? A few possibilities are listed below. Many more functionalities of an ERM can be found in *Electronic Resource Management the Report of the DLF Initiative: Appendix A, Functional Requirements*.

- A **single knowledgebase** from which to manage electronic resources, preferably integrated with the integrated library system;
- Mechanisms to handle the pre-acquisitions process: starting trials, automated notifications about trials, collecting and storing evaluative information, automated trial expiration, deadlines of special offers, facilitate purchase;
- Automated processes that move intangible resources through the system – from purchase to cataloging to public release;
- Mechanisms to capture purchasing and invoicing information and to provide annual comparative information over a period of years;
- Storage of and public access to licensing information, such as terms of use and usage for interlibrary loan, e-reserves, course packs, etc.
- Tickler files that send e-mail messages to appropriate people at specified intervals: trial expiration reminders, resource now available, renewal reminders, etc.
- Storage of technical information: proxy information, IP ranges, URLs
- Storage of administrative information: vendor contact information, user names/passwords; information on usage statistics, if not the usage statistics themselves
- The ability to display outage notifications to the public
- A public display appropriate for end users trying to find known and unknown resources

Now, armed with this background information, who are the current players in the new ERMS game?

First Out of the Gate

Innovative Interfaces, Inc. ERM – Implemented in 2002, with major development partners including the University of Washington Library, Glasgow University, Ohio State University, the University of Western Australia, and Washington University, this ERM module has used the work from DLF ERMI and is integrated into III's Millennium library system. (Tull 4) An obvious advantage for this system – and any system developed by an ILS – is the ability to integrate the ERM with the library's ILS. However, it also is available as a separate, stand-alone module. III's ERM is now in various stages of implementation, with more than 75 libraries. (http://www.iii.com/mill/digital.shtml#erm)   For more information, look at The Ohio State University Library's public implementation: http://library.ohio-state.edu/screens/databases.html.

Recent Arrivals

Endeavor Information Systems – Meridian is slated for release in June 2005. It is being developed with the

assistance of several academic institutions, including Columbia University Libraries, Princeton University Library, and University of Pittsburgh Library. (InfoTech 25-26)   http://www.endinfosys.com/prods/meridian.htm

Ex Libris – Verde has been in development in partnership with the Harvard University Library and the MIT Library, both of which are now beta testing they system which is due to be released in 2005. http://www.exlibrisgroup.com/verde.htm

Johns Hopkins HERMES – HERMES is an open-source tool, available for others to implement, and can be found at: http://hermes.mse.jhu.edu:8008/hermesdocs/ – perhaps a cost-effective ERM solution for those libraries with the appropriate technical expertise.

VTLS – VERIFY (VTLS Electronic Resource Information and Funding Utility) is in beta testing, but the release date for VERIFY 1.0 has not yet been announced. http://www.vtls.com/Products/verify.shtml

And Now for Something Completely Different

Serials Solutions – Can't afford to shell out a lot of money all at once and don't have the technical expertise to implement an open source solution like HERMES? Contracting the service from Serials Solutions may be a perfect solution, especially for smaller libraries and/.or libraries already working with Serials Solutions as an e-journal or openURL management system.   Serials Solutions began promoting this new service at the 2005 ALA Midwinter conference and is working with development partners and beta testing the first phases of their multi-phased release of their ERM.   A point to note – even if a library doesn't select Serials Solutions for their ERM, if a library is already using Serials Solutions, they will most likely will use their Serials Solutions knowledgebase in conjunction with the implementation of their ERM. http://www.serialssolutions.com/

Likewise, EBSCO's Electronic Journal Service (http://www.ebsco.com/home/ejournals/ejsfacts.asp) and Harrassowitz's HERMIS (http://www.harrassowitz.de/top_news/documents/HERMIS_3_0.pdf) provide similar services. (Jewell Electronic Resource Management: The Report of the DLF: Report)

So, the fact is that librarians – both in technical services and public services – **do** need a tool that will help them effectively and efficiently manage their libraries' electronic resources. It is eminently clear that these resources will only continue to grow in number and complexity, and as budgets tighten, tools that help with the selection process also become even more essential.

The good news is that there is a well-developed movement for defining needs and setting guidelines that fit across libraries, and there are a growing number of developers creating tools based on the DLF ERMI report. Librarians

who are struggling with the management of their electronic resources have a variety of options from which to choose. So, don't wait; start examining the options and identify a solution that meets the needs of the users – those in technical services, collection development, public services, and the public.

To keep up with the status of ERMS:
- Check the web site, "A Web Hub for Developing Administrative Metadata for Electronic Resource Management" – http://www.library.cornell.edu/cts/elicensestudy/
- Join the eresourcestudy listserv (send the following message – subscribe eresourcestudy-l@cornell.edu firstname lastname – to listproc@cornell.edu);
- Attend the ALCTS Preconference, "Electronic Resources Management System: Opening a Can of ERMs" (In Chicago on Friday, June 24, 2005, 1:00 pm - 5:30 pm) – http://www.ala.org/ala/alcts/alctsconted/alctsceevents/alctspreconf/erms.htm

Additional Resources:

Alan, Robert, Lai-Ying Hsiung, and Sharon McCaslin. "Web-Based Tracking Systems for Electronic Resources Management." Serials Librarian 44.3/4 (2003): 293-7.

Blummer, Barbara. "Session Report: ALA Midwinter 2005 — Electronic Resource Management Systems." Cites and Insights 5.3 (2005): 23-. <http://cites.boisestate.edu/civ5i3.pdf>.

Breeding, Marshall. "The Many Facets of Managing Electronic Resources." Computers in Libraries 24.1 (2004): 25-8. <http://www.infotoday.com/cilmag/jan04/breeding.shtml>.

—. "Re-Integrating the 'Integrated' Library System." Computers in Libraries 25.1 (2005): 28-30.

Chang, Sheau-Hwang. "The DLF Electronic Resource Management Initiative." OCLC Systems & Services 19.2 (2003): 45-7.

Chung Sook Kim, et al. "Implementation of Subject-Accessible Electronic Resources through WELMA: The Welch Electronic Resource Management System." Journal of Electronic Resources in Medical Libraries 1.2 (2004): 57-67.

Cyzyk, Mark, and Nathan D. M. Robertson. "HERMES: TheHopkins Electronic Resource Management System."Information Technology and Libraries 22.1 (2003): 12-7.

"DLF Electronic Resource Management Initiative." Digital Library Federation. <http://www.diglib.org/standards/dlf-erm02.htm>.

STANDING COMMITTEES

Library Instruction Round Table

Adult Learners - Assists library professionals to understand, find information or promote ideas on learning styles, teaching methods, and training resources most often associated with adult learners.

Conference Program - Plans the LIRT program for the ALA Annual Conference. Makes arrangements for speakers, room, handouts, and activities during the program.

Continuing Education - Conducts research and develops plans, actual materials, and directories to further the education and help meet the information needs of librarians engaged in user education.

Liaison - Attends and reports to LIRT Steering Committee and members about committees within ALA involved in library instruction activities. Distributes to conference attendees a listing of instruction-related programs and meetings at ALA Conferences.

Long Range Planning - Develops short and long range plans for LIRT. Implements planning and operations for the activities of

LIRT. Chaired by president-elect.

Newsletter - Solicits articles, prepares and distributes the LIRT newsletter. The Executive Board of LIRT serves as the Editorial Board for the LIRT newsletter.

Nominations, Organization & Bylaws - Reviews, revises, and updates the organization manual of LIRT. Recommends to the Executive Board, and through it to LIRT members, the establishment, functions, and discontinuance of committees and task-forces. Maintains the Constitution and Bylaws of LIRT and recommends amendments to those documents. Prepares a slate of candidates for LIRT offices and maintains records on procedures, candi-

Public Relations/Membership
Publicizes LIRT purposes, activities, and promotes membership in LIRT. Develops brochures and news releases to inform members, prospective members, and the library profession about LIRT activities. Sponsors an exhibit booth at the Annual Conference. Organizes BITES (meals for instruction librarians to meet for food and discussion) at conferences.

Publications
Establishes, maintains, and disseminates LIRT Publication Guidelines. Solicits ideas for publications and advises as to the appropriate means for publication.

Research
Identifies, reviews, and disseminates information about in-depth, state-of-the-art research concerning library instruction for all types of libraries. Pinpoints areas where further investigation about library instruction is needed.

Teaching, Learning, & Technology
Identifies and promotes use of technology in library instruction, with special attention given to technologies that enhance learning and can be easily adapted to a variety of different learning environments.

Transition from High School to College
This committee builds and supports partnerships between school, public, and academic librarians to assist students in their transitions to the academic library environment.

Please see our online committee volunteer form at http://www3.baylor.edu/LIRT/volform.html